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ABSTRACT

Intended to guide the development or expansion of programs and services for North Dakota vocational special needs students, this document offers local school administrators and instructional and support staff a unified system for planning and delivering services. The document explains a series of 15 tasks to be carried out to develop or upgrade vocational special needs services at the local level. Tasks 1-3 address finding out whether there is need and support for vocational special needs services. Tasks 4-10 result in the identification of school and community resources, definition of services to be provided, and determination of how they will be delivered. Tasks 11-14 cover the development of policies and procedures directly related to serving students, including referral, eligibility, development and implementation of vocational plans, monetary services, and student progress. Task 15 addresses program evaluation and includes guidelines for process and product evaluation procedures. The document concludes with a 12-item bibliography, a list of proposed program standards for vocational special needs, a sample special needs follow-up report, and a sample vocational special needs enrollment report. (CML)

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PERFORMANCE GUIDE

for

PLANNING, IMPLEMENTING AND EVALUATING VOCATIONAL SPECIAL NEEDS

NORTH DAKOTA STATE BOARD FOR VOCATIONAL EDUCATION
Bismarck, North Dakota
Carrol E. Burchinal, State Director

February 1984

It is the policy of the North Dakota State Board for Vocational Education not to discriminate in its educational programs, activities or employment policies as required by Final Regulation implementing Title IX of the 1972 Education Amendments, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973.

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PREFACE

This Performance Guide for Planning, Implementing, and Evaluating Vocational Special Needs was funded as a special project and supported by Program Improvement funds made available through the Vocational Education Amendments of 1976.

The project to prepare the guide along with program standards was initiated and monitored by Dr. Larry Barnhardt, State Supervisor for Vocational Special Needs. The documents were prepared by Jean Newborg, a private researcher, Bismarck.

Appreciation is extended to the Special Needs Program Standards Ad Hoc Committee members who shared their concerns and suggestions about vocational special needs, and provided guidance to the project. The committee members are:

Don Sumner, Vocational Rehabilitation Counselor, West Central Human Services Center, Bismarck
Rhoda Jenner, Director of Special Education, Dickey-Lamoure Special Education Unit, Ellendale
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Jim Leary, Director of Rehabilitation Services, Division of Vocational Rehabilitation, North Dakota Department of Human Services, Bismarck
George Zenk, Coordinator of Special Needs Teacher Education, University of North Dakota, Grand Forks

Appreciation is also extended to the many persons representing vocational special needs, vocational rehabilitation, and special education throughout North Dakota who reviewed the proposed standards and contributed their comments.

The guide was printed by students in the Graphic Arts Program at Fargo South High School, under the supervision of Dennis Stormoe, vocational instructor.

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INTRODUCTION

The purpose of the performance guide is to provide direction in developing or expanding programs and services for vocational special needs students. The document presents a uniform system for planning and delivering support services statewide, yet allows for flexibility to meet the needs of students and the community. The intended users of this guide are local school administrators, instructional and support personnel, and others who are charged with preparing a plan to serve the special needs population.

The performance guide is presented as a series of 15 tasks that should be carried out to develop or update vocational special needs services at the local level. Figure 1 illustrates the relationship among the 15 tasks. It should be noted that tasks can be organized into functional groups.

Tasks 1-3 address whether there is need and support for vocational special needs services. Cooperative arrangements with other school districts may need to be considered at this time to broaden the base of support.

Tasks 4-10 are initiated when it is determined that vocational support services will be provided. These tasks draw together school and community resources, define services to be provided, and determine how they will be delivered.

Tasks 11-14 are concerned with the development of policies and procedures directly related to serving students. Referral, eligibility, development and implementation of vocational plans, monitoring services and student progress are included in this section.

Task 15 presents program evaluation, and sets forth guidelines for process and product evaluation procedures.

It should be noted that a multidisciplinary approach to planning and delivering services is stressed throughout this guide. At all points along the way, close coordination is essential among personnel in vocational education, special education, basic skills instruction, counseling and other disciplines.

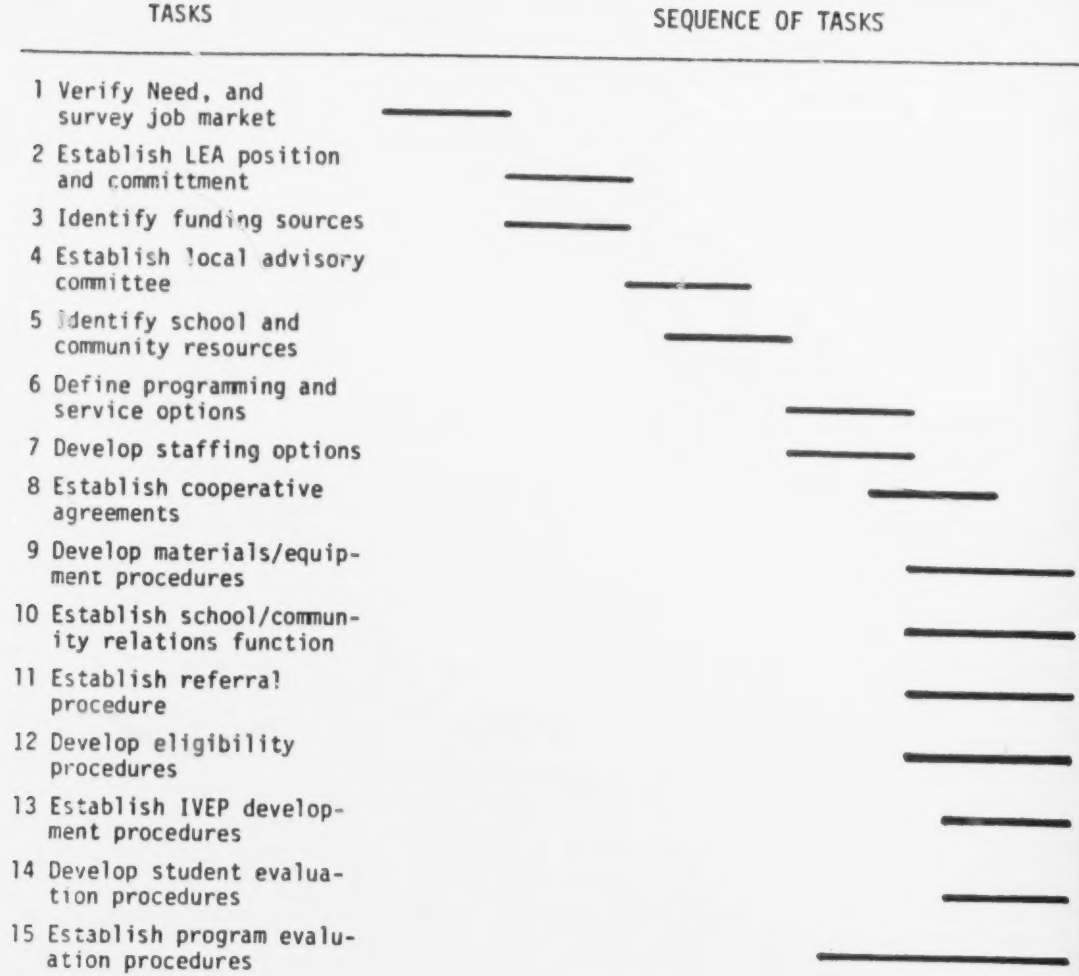
TASKS
SEQUENCE OF TASKS
1 Verify Need, and survey job market
2 Establish LEA position and committment
3 Identify funding sources
4 Establish local advisory committee
5 Identify school and community resources
6 Define programming and service options
7 Develop staffing options
8 Establish cooperative agreements
9 Develop materials/equipment procedures
10 Establish school/community relations function
11 Establish referral procedure
12 Develop eligibility procedures
13 Establish IVEP development procedures
14 Develop student evaluation procedures
15 Establish program evaluation procedures

Figure 1. Sequence of Planning, Implementation and Evaluation Tasks

PLANNING, IMPLEMENTATION AND EVALUATION TASKS

TASK 1. VERIFY THE NEED FOR VOCATIONAL SPECIAL NEEDS SERVICES, AND SURVEY JOB MARKET

The objective of Task 1 is two-fold. First, data will be gathered to determine the extent to which vocational special needs services are needed. Second, information will be gathered regarding the types and numbers of jobs available within the community.

1A. IDENTIFY THE TARGET POPULATION AND ITS CHARACTERISTICS.

Identify the number and characteristics of handicapped by grade level. This should include the elementary level to allow projection of target population over several years. Estimate proportion likely to select vocational education over college preparatory and other choices available within the school. Characterize the population (e.g., proportion with mild, moderate, or severe handicaps) as well as trends (e.g., increase in learning disabled students).

Obtain similar data for disadvantaged populations, considering factors such as drop out rate, Chapter 1 eligible students, and presence of migrant or bilingual populations. Calculate estimates of numbers of students eligible for vocational special needs services at present and projected for the future.

If the local education agency (LEA) projects a small number of students who would be eligible for special services, local planners may wish to approach neighboring LEAs with a proposal to create a unit large enough to afford viable services or a greater range of services through a cooperative arrangement.

1B. GATHER CURRENT JOB MARKET DATA.

The demand for specific occupations within the community and state is an important factor in planning <u>any</u> vocational program. It is of particular importance for many special needs students since their options may be more limited than those of other students. Vocational special needs personnel should obtain and regularly update job market data.

Types of data that are of value include but are not limited to:

- job demand categories by USED or other code
- followup data on previously placed special needs students, by USED or other codes
- input from local advisory committee

- input from Vocational Rehabilitation
- projected demand for occupations from Job Service North Dakota
- surveys of local employers
- list of employers locally and statewide, particularly those under the Affirmative Action Plan
- information of various jobs, including physical demands, working conditions, general education development, and specific vocational preparation required
- data provided by other community resources.

TASK 2. ESTABLISH THE LEA'S POSITION AND COMMITTMENT TO PROVIDING VOCATIONAL SUPPORT SERVICES

The school board should consider its position with regard to vocational education opportunities for all students, including those who are handicapped or disadvantaged. A policy statement as to the board's committment should be recorded in meeting minutes. The policy should be disseminated via school handbook to administrators, staff and students.

Further evidence of committment may be obtained through board endorsement of an advisory committee for vocational special needs.

TASK 3. IDENTIFY FUNDING SOURCES FOR VOCATIONAL SUPPORT SERVICES

The Educational Amendments of 1976, P.L. 94-482, provide set aside funding for vocational special needs programs and services. The funding is intended to provide services that are over and above regular vocational education costs and are intended to provide the additional resources needed for disadvantaged and handicapped students to succeed in vocational education. With these programs being over and above the regular vocational program, the legislation refers to these services as excess cost programs. The regulations state that local education agencies and/or colleges are required to match federal set aside funding on a 50/50 basis. When determining local funding sources for vocational support services, several factors should be considered:

1. matching funds must be state or local dollars
2. vocational special needs services for the handicapped may be matched by local special education dollars

3. vocational special needs services for disadvantaged are generally matched with local mil levy funding.

Funding by the State Board for Vocational Education cannot be used to supplant any ongoing program that may already exist for disadvantaged and handicapped programs. Specific information for developing and submitting an annual plan for vocational support services are provided by the Assistant Director for Vocational Education and the State Supervisor of Vocational Special Needs.

TASK 4. ESTABLISH A LOCAL ADVISORY COMMITTEE ON VOCATIONAL SPECIAL NEEDS

Task 4 defines the purpose, representation, and organization of the advisory committee.

4A. THE PURPOSE AND DUTIES OF THE LOCAL ADVISORY COMMITTEE SHOULD BE DEFINED.

Federal legislation and state standards mandate that the committee shall advise on current job needs, and the relevance of programs (courses) offered in meeting current job needs. Additionally, the committee will consult with the LEA regarding development of the annual plan.

The LEA may define additional duties, such as:

- technical assistance to such activities as conducting labor market studies; determining course content and length; determining educational value of various types of work experiences; securing outside funding for special projects or activities; budget review; obtaining specialized equipment and materials
- instruction and support through serving as guest instructor or special program lecturer; aiding in placing students for work experience and employment; providing update training for instructors
- school and community relations through serving as speakers at meetings of community organizations; providing news releases to public media and business/industry publications; serving as liaison between personnel at school and community business/industry.

It should be noted that an advisory committee has no administrative function and does not make policy.

4B. ADVISORY COMMITTEE MEMBERSHIP SHOULD REPRESENT GROUPS DIRECTLY CONCERNED WITH VOCATIONAL EDUCATION FOR HANDICAPPED AND DISADVANTAGED STUDENTS.

The committee, with 5-8 members, should include employers or prospective employers, state and community agency personnel, parents, and past or present students. An effort should be made to include a balance of males and females as well as ethnic groups within the community. School personnel may serve as ex-officio members.

4C. THE ORGANIZATION OF THE ADVISORY COMMITTEE SHOULD BE SPECIFIED.

If the LEA already has a committee for vocational education, that group may be utilized as a whole or through a subcommittee for vocational special needs. Another alternative is to establish the advisory committee on vocational special needs as a separate group.

A chairperson and secretary should be selected. Meetings should be held periodically and have a definite agenda. Meeting minutes should be distributed to all committee members as well as to school administrators and others directly concerned. Terms of membership should be on a rotating basis.

TASK 5. IDENTIFY SCHOOL AND COMMUNITY RESOURCES

The sparsely populated rural nature characterizing much of North Dakota limits the resources that many LEAs can provide for their students. To maximize the range of educational experiences and support services that could be made available to special needs students, the LEA should consider the community as an extension of the learning environment. Career awareness and exploration as well as part of the student's job training may be possible through cooperation with community resources.

5A. A SYSTEMATIC INVENTORY OF RESOURCES SHOULD BE DONE.

An inventory of resources should be undertaken. Initially, existing directories and listings should be consulted. Following that, a mail or telephone survey may be done. Data should be recorded for each person/agency contacted. These data include: name and title of contact person, specific resource or support service available, location, and telephone number.

5B. EXISTING SCHOOL PROGRAMS AND PERSONNEL SHOULD BE INCLUDED.

The following should be contacted for inclusion in the school inventory.

- specific career related instructional programs (vocational and practical arts courses)
- special services, including reading specialists, diagnosticians, therapists, bilingualists, interpreters
- special education programs, including classroom, resource room, and itinerant teachers
- remediation and basic skills programs
- vocational guidance personnel
- job placement and work adjustment coordinators
- work experience or work study coordinators.

5C. CONTACT SHOULD BE MADE WITH NON-SCHOOL RESOURCES.

Resources outside the school may include:

- government agencies. Those at the federal level include Vocational Rehabilitation, JPTA, Social Security Administration, National Alliance of Businessmen, Job Corps, Community Action Program, President's Committee on Employment of the Handicapped, and others. State level agencies include Job Service North Dakota, regional Human Service Centers, Department of Human Services, state residential schools, Governor's Council on Human Resources, regional Employment Training Councils, and others.
- community agencies and organizations, such as Mental Health Association of North Dakota, Association for Retarded Citizens of North Dakota, Goodwill Industries, and others.
- business, industry, and labor organizations, such as Chamber of Commerce, merchants association, professional groups (e.g., secretaries association, business sororities), and local labor unions.
- citizen and special interest groups, such as Lions, Elks, Kiwanis, American Indian Education Association, Indian tribal councils, Urban League and others.

5D. DATA SHOULD BE COMPILED AND USED IN MAKING DECISIONS ABOUT STAFFING AND PROGRAMMING OPTIONS.

TASK 6. DEFINE PROGRAMMING AND SERVICE OPTIONS

Task 6 considers the needs of individual students and availability of local resources to determine what service options are most appropriate.

6A. A RANGE OF SERVICE OPTIONS SHOULD BE CONSIDERED.

The Program Standards for Vocational Special Needs specify two categories of services that are reimburseable under excess cost funding. The first category, vocational instructional services, provides for separate class placement in vocational/prevocational areas, basic skills, and/or employability development. LEA planners should decide if the characteristics and needs of the special needs students warrant a separate class placement. The concept of least restrictive environment should be a primary factor in such a decision.

A second category, vocational support services, should be considered to meet the needs of eligible students. These services provide a means of maintaining students in regular vocational classrooms with peers, providing specialized support to address special needs that bring a student into the program. This category of service also supports a student by assisting the regular vocational teacher to deal with student needs.

Other related activities are identified in the program standards. These activities are directed primarily toward financial support of staff activities, such as curriculum development required to provide students with a specially designed program, staff development, schedule modifications, and so forth.

6B. STAFFING OPTIONS SHOULD BE CONSIDERED SIMULTANEOUSLY.

The standards specify what type of school personnel shall be used to provide each type of service. The community services and personnel who can be utilized for support services will also bear on what programming options will be selected and who will be responsible for them. Therefore these factors should be considered as programming options are reviewed.

6C. STUDENT NEED SHOULD BE THE BASIS FOR PLANNING PROGRAMMING OPTIONS AND SERVICES.

Selection of programming and service options may be subject to various influences, such as scheduling of classes or transportation or parent pressure. While such factors may be taken into consideration, the decision should be based on needs of students, not on administrative convenience or personal requirements of staff.

TASK 7. DEVELOP STAFFING OPTIONS

Task 7 will be undertaken concurrently with Task 6, Develop Programming

and Service Options, to determine the type and number of personnel who will provide vocational support services, and how they will be organized.

7A. STAFFING OPTIONS MAY INCLUDE EXPANDING RESPONSIBILITIES OF EXISTING STAFF OR HIRING NEW STAFF.

Staffing patterns may take any of the following forms, or combine alternatives.

- employment of personnel specifically for the purpose of providing vocational special needs services
- assignment of vocational special needs services to other vocational personnel as parttime or extended duties
- assignment of responsibility for vocational special needs services to other special services personnel currently serving students
- assignment of certain special needs services to personnel at agencies outside the school (see Task 8 regarding interagency arrangements).

7B. THE TYPE AND NUMBER OF VOCATIONAL SPECIAL NEEDS PERSONNEL SHALL CONSIDER PROPOSED PROGRAM STANDARDS.

Selection of staff must be guided by job responsibility, caseload, and credential requirements stipulated in the program standards. It should be noted that some categories of personnel may perform a variety of jobs, thus allowing greater flexibility to meet local needs. Care should be taken to insure that trained professionals are not inappropriately or underutilized. Similarly, vocational support staff should not be assigned responsibilities that require qualifications beyond those currently possessed.

The following positions are approved for reimbursement purposes.

- Vocational special needs resource educator (VRE)
- Vocational/prevocational special needs instructor
- Vocational basic skills instructor
- Vocational special needs evaluator
- Vocational special needs tutor
- Vocational special needs interpreter

Other support staff may be approved by the state supervisor of vocational special needs.

7C. A JOB DESCRIPTION SHOULD BE PREPARED FOR EACH POSITION SERVING VOCATIONAL SPECIAL NEEDS STUDENTS.

Specific job responsibilities, required qualifications, and proportion of time to be devoted to vocational special needs should be prepared for each position to be supported through vocational special needs funds. Program standards should be used as the basis for preparing such job descriptions.

7D. ADMINISTRATIVE ORGANIZATION OF STAFF SHOULD BE SPECIFIED.

Procedures should define administrative responsibility for providing special needs services. This might be the vocational director, principal, or superintendent. Lines of authority should be specified.

7E. PROCEDURES SHOULD BE DEVELOPED FOR COORDINATING INSERVICE TRAINING ACTIVITIES FOR STAFF AND ADMINISTRATORS CONCERNED WITH SPECIAL NEEDS SERVICES.

Planning and delivering special needs services are multidisciplinary in nature. It involves vocational educators, special educators, basic skills instructors, and others. Only credentialled special needs personnel will have preservice training that integrates the various disciplines. Thus, it is important to develop a systematic plan for determining inservice needs of staff and administrators, particularly those who do not have interdisciplinary training. Needs assessment surveys, results of staff evaluations and other means should be used to assess inservice needs.

TASK 8. ESTABLISH AN INTERAGENCY/INTRASCHOOL COOPERATIVE AGREEMENT

The goal of interagency/intraschool agreements is to provide a continuum of services that moves a student smoothly through vocational career preparation, without gaps or duplication of service. Interagency/intraschool cooperation requires that agencies/departments work together to coordinate the programs and services they offer. It does not mean that they jointly provide a specific service.

8A. THE RELATIONSHIP OF SCHOOL RESOURCES SHOULD BE DEFINED.

The LEA should define the roles that special education, vocational education, and other school departments within a school building will have in serving special needs students, and how the roles will interface and mutually support each other. Also, the relationship among personnel and other resources at various

school buildings within the LEA should be determined. The role of each department/service within the LEA should be agreed upon by administrators, stated in writing, and disseminated to all staff involved.

8B. THE RELATIONSHIP BETWEEN SCHOOL AND COMMUNITY RESOURCES SHOULD BE STATED.

Special education, vocational education, and Vocational Rehabilitation are three resources that will have been identified under Task 5. Cooperation among these has been mandated through legislation. The LEA should strive to develop a cooperative agreement with the regional or local Vocational Rehabilitation office as well as other agencies to maximize the service options and resources available to students. The arrangement should be stated in writing.

TASK 9. DEVELOP PROCEDURES FOR ACQUIRING EQUIPMENT AND MATERIALS

9A. PROCEDURES FOR ACQUIRING OR MODIFYING EQUIPMENT OR MATERIALS SHOULD INSURE A DIRECT RELATIONSHIP TO EDUCATIONAL NEEDS OF THE VOCATIONAL SPECIAL NEEDS STUDENTS.

The equipment, materials, and facilities of a regular vocational program are the cornerstone to which additions and modifications are made for special needs students. Excess cost funds can be expended for acquisition or modification of any equipment and materials that are in excess to what is being used by regular students. Two conditions must be met prior to determining use of funds, however. First, all students requiring special services should have been identified by name, and there should be documentation of eligibility, identified student needs, a plan for meeting needs, and activities for carrying out the plan. Second, the needs of individuals as well as the special needs students overall should be reviewed to determine how monies can be expended justifiably. Funds cannot be used to meet general needs of programs.

9B. PROCEDURES FOR SELECTING TEXTBOOKS AND RELATED INSTRUCTIONAL MATERIALS SHOULD CONSIDER THE NEEDS OF SPECIAL NEEDS STUDENTS AS WELL AS THEIR PLACEMENT.

Mainstreamed students should use the same materials and texts as regular students. Therefore, as materials are being selected for a program, strong consideration should be given to those published at more than one reading level. If such options are not available, modifications may need to be made by special needs

personnel.

For special needs students in self-contained vocational programs, basic texts and materials should be appropriate to the level of the population served. The expenditures for these materials should equal or exceed that spent on regular students, on a per student basis.

9C. PROCEDURES FOR ORDERING AND MAINTAINING INVENTORY OF EQUIPMENT FOR SPECIAL NEEDS SHOULD BE DEFINED.

Program standards require that equipment be physically accounted for at least once a year.

9D. POLICIES AND PROCEDURES SHALL BE DEVELOPED TO INSURE THAT EXISTING FACILITIES ALLOW PROGRAM ACCESSIBILITY FOR SPECIAL NEEDS STUDENTS, AS MANDATED UNDER P.L. 93-112, SECTION 504. NEW CONSTRUCTION SHOULD ADDRESS ARCHITECTURAL ACCESSIBILITY.

It is not required that each LEA physically modify existing facilities that have architectural barriers if changes can be made to insure program accessibility. Such changes include but are not limited to:

- reassignment of student or services to accessible buildings
- assignment of aides to students.

New facilities must be designed and constructed to afford accessibility and useability to handicapped students. Alterations to existing facilities must meet similar requirements.

The American Standard Specifications for Making Buildings and Facilities Accessible to and Usable by the Physically Handicapped, developed by the American National Standards Institute, Inc. (ANSI standards) must be met for new construction.

Excess cost funds cannot be used for new construction.

TASK 10. ESTABLISH A SCHOOL AND COMMUNITY RELATIONS FUNCTION

10A. DESIGNATE ONE PERSON WHO IS TO BE RESPONSIBLE FOR COORDINATING THE SCHOOL AND COMMUNITY RELATIONS FUNCTION.

The coordinator may be the vocational director or one of the vocational teachers. If the special needs component is a sizable part of vocational education, the VRE may be selected to

coordinate the activities for that component alone.

10B. **PLAN OUTREACH ACTIVITIES THAT INFORM PARENTS, STUDENTS, SCHOOL PERSONNEL, AND THE COMMUNITY ABOUT THE PROGRAM.**

A schedule of activities should be planned for the entire year. The coordinator should not just wait for events to take place. Activities should address all groups whose support is vital to a successful program. Public relations activities may include, but not be limited to:

- home visits or telephone contact with parents to discuss their child's progress and the program overall. Such contacts should not be limited to reporting problems encountered by the student.
- special programs or presentations before school and community groups
- annual reports shared with school personnel
- newsletters
- news releases to the media
- exhibits and posters
- school publications, yearbook
- certificates of appreciation to Advisory Committee members and others providing support
- business cards for school personnel
- brochures and information pieces.

10C. **THE PROCEDURE FOR RELEASING INFORMATION ABOUT THE PROGRAM OUTSIDE THE SCHOOL SHOULD BE DETERMINED.**

School policy should be followed in releasing information to the news media. Approval of the entire program for the year and/or individual releases should be obtained from appropriate administrators.

10D. **PLAN TO SYSTEMATICALLY DOCUMENT ALL SCHOOL AND COMMUNITY RELATIONS ACTIVITIES THAT ARE CARRIED OUT.**

A separate file should be established to document that planned activities are carried out. Items that may be included are: news releases and resulting newspaper articles, correspondence that details plans or acknowledges participation in events, listings of persons receiving recognition awards, and so forth.

TASK 11. ESTABLISH A SCHOOL-WIDE REFERRAL PROCEDURE

11A. THE REFERRAL PROCESS MAY BE INITIATED AT ANY TIME DURING THE STUDENT'S SECONDARY SCHOOL YEARS.

Students who are determined eligible may receive vocational special needs services at any time beyond elementary school. It is preferable that they be referred prior to entering high school to allow appropriate long range planning. This will maximize success through appropriate placement and service.

11B. TO THE EXTENT POSSIBLE, THE REFERRAL PROCESS FOR VOCATIONAL SPECIAL NEEDS SHOULD PARALLEL OR UTILIZE ANY REFERRAL OR IDENTIFICATION PROCEDURES ALREADY IN PLACE THAT DEAL WITH THE TARGET POPULATION.

To reduce duplication of effort, the referral procedure should capitalize on existing identification criteria, procedures, and forms used in referring students for already established programs within the LEA. Existing procedures may be modified or extended to meet the specific needs of a vocational special needs referral. Because the three target population vary considerably as to characteristics, however, it may be necessary to develop a separate process for each.

Handicapped. By definition, handicapped students are those who due to some impairment (defined in North Dakota Century Code Chapter 15-59) require special education and related services. Most handicapped students who will be considered for special needs services will already be known to special education personnel. A handicapped student's individualized education plan (IEP) must address the vocational component. Therefore, at or about the 8th grade level or 15 years of age, personnel in special education and vocational special needs must begin coordinating efforts. It is recommended that as part of the referral process, an updated listing of secondary level handicapped students be provided routinely to vocational special needs personnel.

Students not already identified as handicapped but who are suspected of having a handicap must be referred through established local procedures to special education personnel to determine if such a condition exists.

Academically disadvantaged. A structured procedure should be developed to insure systematic identification and referral of these students. This will include at least the following two items: (1) screening of standardized test results in basic skills to identify those students whose scores fall within the lower one-third nationally, and (2) listing of students earning

grades at or below a "D" level in basic skills.

Students who are failing vocational courses should be referred by their teachers or counselors to determine eligibility.

Teacher referral should be used also for students demonstrating limited English proficiency. Attempts to identify these students should include review of participants in programs that target refugees, bilingual persons, and migrants.

Economically disadvantaged. The basic criterion for eligibility is family income at or below poverty level. Procedures should capitalize on data that are already available. Probably the most convenient is that used for the free (but not reduced) school lunch program. The listing of secondary students eligible for the lunch program should be periodically reviewed. In addition, students in other programs targeting poverty level groups should be considered.

Procedures should allow for referral from persons outside the school system, such as parents and community caseworkers. A communication tie to public assistance programs might be considered.

11C. THE REFERRAL PROCEDURE SHOULD DOCUMENT REFERRING STAFF MEMBER, DATE OF REFERRAL, STUDENT NAME, AND REASON FOR REFERRAL.

Referral information should be channeled to one person (i.e., vocational special needs staff, principal, counselor) who is designated as responsible for assembling further evidence necessary to determine eligibility for services. Other personnel may be requested to supply data.

TASK 12. DEVELOP ELIGIBILITY PROCEDURES

State program standards provide definitions of eligibility and means for measuring the definitions. The LEA should review local procedures used to identify the the three categories of special need, and integrate these with state standards.

12A. THE PROCESS OF DETERMINING ELIGIBILITY FOR A STUDENT WILL BE COORDINATED OR MANAGED BY VOCATIONAL SPECIAL NEEDS PERSONNEL.

12B. THE DETERMINATION OF ELIGIBILITY SHOULD BE A MUTUAL ONE MADE BY AT LEAST TWO PERSONS.

It is suggested that a committee be established to consider students for eligibility. The value of such an approach is that it: (1) provides the support and cooperation of a group, (2) utilizes a broad range of talent and expertise in making decisions, and (3) insures a more valid evaluation of the individuals considered

as disadvantaged or handicapped.

Suggested members may include personnel from vocational special needs, vocational education, guidance, special education, social service, administration, as well as others.

12C. **A DETERMINATION WILL BE MADE AS TO WHETHER THE STUDENT HAS THE INTEREST, ABILITY, AND APTITUDE TO BE SUCCESSFUL IN A VOCATIONAL CAREER.**

A Level 1 vocational assessment shall be made. Data should be obtained from:

- informal interview with the student to ascertain interest in vocational education. This interview should be done by a teacher or counselor who relates well to the student.
- informal interview with parents to determine their expectations for the child and whether they feel vocational education is an appropriate choice. This interview should be conducted by personnel with basic skills in interviewing, and may be done in person (preferred) or by telephone.
- information from the teacher who provided prevocational training to the student, regarding work habits and attitudes, general ability and aptitude. An interview or questionnaire format are appropriate for gathering these data.
- available educational data on student's behavior in various domains of functioning, specific areas of strength and weakness, aptitude, achievement, ability and other relevant aspects of student characteristics
- for handicapped students, special education data that relate to functioning in vocational education.

12D. **A DETERMINATION WILL BE MADE AS TO WHETHER THE STUDENT IS HANDICAPPED OR DISADVANTAGED, AND THAT THE CONDITION PREVENTS OR HINDERS SUCCESS IN A VOCATIONAL PROGRAM.**

Handicapped. Data must be obtained that the student meets the definition. Such data are contained in each student's special education record. In addition, evidence such as instructor notes and records should document that vocational special needs services are necessary to allow participation and successful performance in vocational education.

Academically disadvantaged. Deficiency in basic skills must be verified using at least two indicators (i.e., standardized test and grades) as per program standards.

For students already enrolled in a vocational class, evidence must be presented to verify the student's consistent failure in the class. Modifications in methods and materials normally done by an instructor prior to referral should have been done.

Limited English proficiency may be established on the basis of observation and consensus of two or more persons.

Any test or procedure used should be reliable and valid in terms of the data it yields, and academic data should be obtained by qualified professionals.

Evidence such as instructor reports should document that vocational special needs services are necessary for successful performance in vocational education classes.

Economically disadvantaged. Data should be gathered to verify family income at or below poverty level, or to provide evidence that other criteria of economic disadvantage are met.

Evidence must be documented that the economic disadvantage prevents the student from entering or continuing in the program.

12E. **A STATEMENT THAT THE STUDENT IS OR IS NOT ELIGIBLE FOR VOCATIONAL SPECIAL NEEDS SERVICES SHOULD BE ENTERED INTO THE RECORD, ALONG WITH THE DATA AND SOURCES USED AS THE BASIS FOR THE DECISION, A LISTING OF PERSONNEL WHO MADE THE DECISION, AND THE DATE.**

A statement of eligibility must be recorded. In addition, a Vocational Student Profile should be initiated for those students determined eligible. The Profile will be kept by the VRE and provide some of the information to be used in developing the student's Individualized Vocational Education Plan (IVEP). The Profile should include any information gathered for the eligibility process, such as:

- data resulting from vocational assessment
- statement of vocational goal
- strengths and weaknesses in academic, social, physical and vocational competencies
- motivational or behavioral problems
- most effective mode of learning.

12F. **LEA PROCEDURES SHOULD INSURE THAT THE MECHANISM FOR REVIEWING REFERRALS IS PUT IN MOTION WITHIN A REASONABLE PERIOD OF TIME, AND THAT A DECISION REGARDING ELIGIBILITY IS EXPEDITED.**

As local procedures are developed, timelines should be specified regarding processing of student referrals to determine eligibility. Two calender weeks from initial referral is suggested.

TASK 13. ESTABLISH PROCEDURES FOR DEVELOPING THE IVEP

The focus for all vocational special needs services is the individualized vocational education plan (IVEP). Provision of service, modification of equipment, acquisition of specialized materials, and any other item purchased with excess cost funds must be directly related to one or more IVEPs.

The IVEP is a long range plan based on vocational assessment that guides the student toward a realistic vocational goal. It is "penciled in" and subject to annual review and, as appropriate, revision. The IVEP sketches a tentative vocational course of action for grades 9-12 and beyond. Figure 2 provides an example IVEP format.

The following guidelines help to define the IVEP, its functions, and responsibilities of vocational special needs personnel with regard to it.

13A. AN IVEP SHOULD BE PREPARED FOR EACH STUDENT DETERMINED ELIGIBLE FOR VOCATIONAL SPECIAL NEEDS SERVICES, AND IT SHOULD BE IN PLACE PRIOR TO PROVISION OF THOSE SERVICES.

13B. DEVELOPMENT, IMPLEMENTATION AND MONITORING OF THE IVEP SHOULD BE COORDINATED BY THE VOCATIONAL RESOURCE EDUCATOR (VRE). IVEP DEVELOPMENT SHOULD BE A JOINT EFFORT OF THE VRE, PERSONNEL FAMILIAR WITH VOCATIONAL ASSESSMENT RESULTS FOR A STUDENT, AND THOSE WHO WILL BE PROVIDING SERVICES.

Classroom instructors, resource teachers, guidance counselors and other personnel each deal with a smaller aspect of the special needs student's vocational preparation. In contrast, the VRE is responsible for planning and implementation on a more global basis, specifically through the IVEP. The VRE should insure that relevant information about each student is available to planners and service providers, that services are appropriate and comprehensive, and that they are coordinated to avoid gaps as well as duplication of effort. The VRE should serve as a facilitator to pull together all elements into a smooth integrated vocational program.

In addition, the VRE should serve as a resource to those persons involved in the student's vocational education. The VRE has direct responsibility to provide information, services, and/or resources to aid personnel who work with the student. This includes but is not limited to: inservice training; consultation on modifying content, methods, materials, or facilities; securing adapted materials or equipment; securing qualified aides or tutors to assist an instructor; counseling the student or aiding the student to obtain counseling, and so forth.

INDIVIDUALIZED VOCATIONAL EDUCATION PLAN

Prepared for _____ Expected Graduation _____

Vocational Goal _____

_____

	TENTATIVE CLASS SCHEDULE 1st Semester	2nd Semester	DESCRIPTION OF SERVICES
Grade 9 19__-__			
	Annual Goal _____ Attained? _____		
Grade 10 19__-__			
	Annual Goal _____ Attained? _____		
Grade 11 19__-__			
	Annual Goal _____ Attained? _____		
Grade 12 19__-__			
	Annual Goal _____ Attained? _____		
After Graduation			

Prepared By _____ Position _____ Date _____

Revised on: Comments (continue on back if necessary):

Figure 2. Sample IVEP Form

As the IVEP is implemented, the VRE should monitor the instructional and support services being provided to insure their coordination. The VRE should serve as a common communication link among instructional and support staff, administrators, and the student.

13C. THE IVEP SHOULD BE BASED ON SOME LEVEL OF VOCATIONAL ASSESSMENT.

Level 1 assessment is done to obtain data for the eligibility procedure. It is intended to determine if a student should follow a vocational education program.

To determine in what occupation (or occupational cluster) placement is appropriate, as well as the type and level of service required, a more in-depth Level 2 assessment should be done.

Level 2 assessment is accomplished to obtain data from a vocational interest inventory and a vocational aptitude test. These instruments should be administered and interpreted by personnel who have appropriate preservice and inservice training.

Review of Level 2 data will generally provide a sufficient basis for preparing an IVEP. If not, as in the case of severely handicapped students, additional assessment in the form of Level 3 may be recommended.

Level 3 must be done by persons trained in vocational assessment. The evaluator should also be cognizant of unique characteristics of the special needs student. Special equipment and facilities are usually required.

Level 3 assessment is comprehensive in scope and may include:

- review and/or update of existing data
- use of formal assessment instruments
- work samples
- exploratory course tryouts
- observation of work behavior.

Assessment may be done locally if trained personnel and special equipment are available. If not, several assessment centers located in North Dakota have the capability to conduct Level 3 assessment.

13D. IN ADDITION TO VOCATIONAL ASSESSMENT RESULTS, IVEP DEVELOPMENT SHOULD CONSIDER THE LEAST RESTRICTIVE ENVIRONMENT (LRE) CONCEPT AND LOCAL JOB MARKET DATA.

State program standards as well as mandates of P.L. 94-142 clearly indicate preference for mainstreaming students with peers while providing support services. Only in severe cases is the separate class alternative subject to approval. The concept of LRE must therefore be considered when defining services for individual students.

In addition, current job market data (see Task 1) should be consulted as alternative occupational areas are examined.

13E. A VOCATIONAL GOAL SHOULD BE THE BASIS OF THE IVEP.

Upon consideration of vocational assessment results, job market data and the LRE, a vocational goal should be stated in written form. A vocational goal is a statement of the expected outcome of a vocational training program. It should be stated in terms broad enough to allow flexibility of training and job placement. This goal provides the foundation for the IVEP and subsequent decisions regarding programming.

13F. FIVE COMPONENTS SHOULD BE INCLUDED IN EACH IVEP.

The following are basic to the IVEP:

- the long range vocational goal
- an annual vocational goal
- a tentative listing of vocationally related courses to be taken each year until graduation
- description of vocational services (what, by whom) to be provided for the present service year, and projected for the upcoming year
- plans upon leaving the program.

The last item should state whether postsecondary training is anticipated. If so, special needs personnel should plan to smooth the transition for the student. This should be done by assisting the student with enrollment procedures, forwarding records (with student consent), and alerting the counselor at the receiving school of the student's special needs.

The LEA is encouraged to use the IVEP as the starting point for preparing a more comprehensive plan for each student. This plan might include the preparation of objectives associated with each course taken, related timelines, class activities, and other items that add specificity to the IVEP.

TASK 14. DEVELOP PROCEDURES TO MONITOR AND EVALUATE STUDENT PROGRESS

14A. STUDENT PROGRESS SHOULD BE MONITORED ON AN ONGOING BASIS AND REVIEWED ANNUALLY.

Vocational special needs personnel should monitor the student's progress in individual classes, and ascertain effectiveness of support services. Lack of student progress should lead to evaluation of program modifications and/or special services being provided the student by someone other than the teacher providing them, to determine if they have been accomplished. If they are not being accomplished but are obtainable within reasonable means, corrections should be made. If accomplished and the student fails to progress, the placement and IVEP should be reassessed and a different plan developed.

14B. ALL STUDENT PROGRESS SHOULD BE DOCUMENTED IN A STUDENT PERFORMANCE RECORD.

Progress should be recorded on an ongoing basis. Assuming a skill area is broken into specific tasks and competencies in planning instructional modules, it is not difficult to record the student's status. Instructors may wish to rate or record levels of progress rather than attainment only. For example, the performance of a task in terms of employability may be noted: introduced, with no significant competencies; emerging, subskills are being developed; employable at entry level due to minimum competencies; and employable in a competitive setting. Similarly, levels of basic skills/concept performance may be charted.

Use of such type of performance record provides considerably more information to prospective employers than a letter grade. It also provides specifics for revising the IVEP and is helpful to instructional and support staff who may be called upon to assist the regular vocational instructor and student when performance is unsuccessful.

14C. THE FORMAT AND TYPE OF PROGRESS INFORMATION REPORTED BY THE INSTRUCTOR SHOULD CONSIDER THE NEEDS OF AUDIENCES WHO WILL USE THE INFORMATION.

An evaluation system should acknowledge that numerous audiences may use the information. These include: the student, parents, prospective employers, counselors, teachers, and other personnel currently working with the student, agency personnel outside the school (i.e., Vocational Rehabilitation counselors, trainers for specific programs), administrators, outside program evaluators, and so forth.

While a letter grade has traditionally been assigned as a measure

15C. EVALUATION MUST BE CONDUCTED REGULARLY.

As stated in the state standards, a self assessment is to be conducted annually. As required by federal legislation, the State Board for Vocational Education will conduct an evaluation of the LEA special needs program and services at least once every five years.

15D. EVALUATION SHOULD INCLUDE THE COMPONENTS INVOLVED IN THE PROCESS OF DELIVERING SERVICES AS WELL AS THE FINAL OUTCOME OR PRODUCT THAT RESULTS.

Process evaluation. Process evaluation is ongoing and allows for periodic decisions regarding program elements. It addresses:

- philosophy and goals
- eligibility procedures
- programming and services
- personnel
- materials and equipment
- facilities
- advisory committee
- school and community relations
- student organizations
- program evaluation procedures.

The LEA procedures should establish the frequency with which reviews of program elements are done, who will be involved, and how adjustments or corrections will be made.

Product evaluation. Product evaluation measures the impact of the program and services on the final product, the vocational student who leaves the program (drops out or completes it).

The primary data used in product evaluation are program enrollment and student followup, both of which are specific federal and state reporting requirements. The forms are attached in the appendix.

The LEA may wish to determine more details relating to program completers, such as:

- level of job (entry level or above)
- promotions in job level or salary since initial employment
- perceptions of vocational training.

Data should be compiled and carefully analyzed in relation to program objectives. Decisions regarding program continuance, modification or termination will ultimately be made on the basis of product evaluation.

15E. **RECORDS AND DOCUMENTATION OF PROGRAM PROCEDURES SHOULD BE CAREFULLY NOTED TO FACILITATE EVALUATION.**

It is suggested that in developing and implementing programs and services the LEA systematically analyze each task or procedure to identify information required and forms necessary for recording such data. Only information for making decisions about the program or individual student should be gathered. Personnel should ask "how will this information be used?" while preparing forms and procedures. Interesting but nonessential information takes valuable time to gather and frequently sidetracks decision making.

The LEA should identify data required by federal and state agencies to insure that they are systematically obtained throughout the service year.

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APPENDICES

A. Proposed Program Standards for Vocational Special Needs

B. Program Evaluation Forms
   - Special Needs Follow-Up Report
   - Special Needs Enrollment Report

PROPOSED PROGRAM STANDARDS
for
VOCATIONAL SPECIAL NEEDS

NORTH DAKOTA STATE BOARD FOR VOCATIONAL EDUCATION
BISMARCK, ND
CARROL E. BURCHINAL, STATE DIRECTOR
FEBRUARY 1984

INTRODUCTION

The following proposed program standards are provided to assist each education agency in developing or enhancing a vocational special needs program:

- Philosophy and Goals
- Eligibility Requirements
- Vocational Special Needs Programming
  - Vocational Instructional Services
  - Vocational Support Services
  - Other Related Activities
- Vocational Special Needs Personnel
- Instructional Materials and Equipment
- Facilities
- Advisory Committee
- School and Community Relations
- Student Organizations
- Program Evaluation

PHILOSOPHY AND GOALS

Three federal legislative mandates provide the basis for North Dakota's Vocational Special Needs Programs. The legislation includes:

- the Rehabilitation Act of 1973 (P.L 93-112) which is the basic civil rights legislation for handicapped persons. Section 504 of this Act specifies that agencies receiving federal funds cannot discriminate against any handicapped person with regard to educational program accessibility and services.

- the Education of the Handicapped Act/Part B Handicapped Children Act of 1975 (P.L. 94-142), which insures all handicapped persons opportunity for a free appropriate education, insures rights of handicapped children and their parents, assists states and local areas in providing education for all handicapped children, and assesses and insures the effectiveness of such state and local efforts

- the Vocational Education Act of 1963/Amended in Educational Amendments of 1976 (P.L. 94-482), which provides set aside funds for the vocational education of handicapped and for disadvantaged students.

The North Dakota State Board for Vocational Education (SBVE) supports the intent of the above legislation through its Vocational Special Needs Program. This program provides financial and technical assistance to local education agencies in planning, implementing, and evaluating programs for special needs students who because of their disadvantage or handicapping condition cannot succeed in regular vocational education programs. The program reflects the philosophy that local education agencies must develop comprehensive programs which provide a continuum of vocational education opportunities for all students, including those with special needs. Further, the local programs should be characterized by:

- a learning environment that acknowledges the importance of vocational education for all individuals who want and can benefit from it, regardless of their ethnic, racial or cultural background, sex, or handicapping condition

- exposure of special needs students to experiences that contribute to informed and meaningful career choices

- integration of local education agency programs and resources to provide coordinated services

- linkage of the educational sector, private and public agencies, business and industry to insure access to a variety of resources

- flexibility in programming and service delivery

- consideration of community employment needs and opportunities

- qualified personnel, and appropriate materials, equipment and facilities to accommodate individual student needs, and

- ongoing monitoring and evaluation activities to insure an appropriate and quality program and services to special needs students.

ELIGIBILITY REQUIREMENTS

The program shall serve those students who are identified as having "special needs." The term "special needs" is specific to vocational education and includes handicapped and disadvantaged students who are determined to need additional services to enable them to successfully complete vocational courses.

The following are used in defining eligibility of a student for special needs services.

Handicapped. To be eligible for special needs services, a student must meet the definition of handicapped as stipulated in Chapter 15-59 of the North Dakota Century Code and as specified in P.L. 94-142, and must meet conditions specified in P.L. 94-482, as follows:

1. requires special education and related services, and
2. cannot succeed in a regular vocational education program without special educational assistance; or
3. requires a modified vocational education program.

Disadvantaged. To be eligible for special needs services, a disadvantaged student must be determined to have academic deficiencies, economic circumstances, or limited English speaking ability, and, who because of this condition, require special services and assistance to be able to succeed in vocational education programs.

1. Academically disadvantaged is defined as
   a. lacking in reading and writing skills;
   b. lacking in mathematical skills; or
   c. performing below grade level.

   Eligibility relating to deficiency in basic skills will be determined through the use of at least two indicators that establish that the student cannot or is highly unlikely to succeed in vocational education programs without special instructional and/or support services. These indicators include:

   a. record of school achievement over at least the most recent two year period to determine that the student has consistently performed at or below a level equivalent to the grade of "D" in basic skills courses (mathematics and/or reading/writing), and
   b. results of standardized achievement tests over at least the most recent two year period to determine that the

student's scores in basic skills (mathematics and/or reading/writing) fall within the lower one-third nationally.

Eligibility of students currently enrolled in a vocational class will be based on documentation that the student is consistently demonstrating failing performance, i.e., performance below expected grade level of peers in the class, despite reasonable attempts by the instructor to modify methods and materials.

2. Economically disadvantaged is defined as

   a. having family income at or below national poverty level;

   b. being unemployed, or having a parent or guardian who is unemployed;

   c. receiving or having a parent who receives public assistance; or

   d. being institutionalized or under State guardianship.

   Eligibility will be determined on the basis of

   a. Family Income Level Standards established by the United States Department of Commerce and/or the United States Department of Agriculture criteria for the issuance of free school meals; and

   b. evidence that the economic disadvantage is preventing the student from entering or being successful in vocational education programs.

3. Limited English Proficiency (LEP) is defined as minimal ability or lack of ability to express fundamental needs or thoughts clearly, inability to follow directions or react appropriately, and general lack of a functional command of the English language.

   Students having limited English proficiency are those

   a. not born in the United States or whose native tongue is a language other than English, or

   b. coming from environments where a language other than English is dominant, and by reasons thereof, have difficulties speaking and understanding instruction in the English language.

   Eligibility will be determined on the basis of the above definitions and information that the above characteristics prevent the student from entering or being successful in vocational education programs.

VOCATIONAL SPECIAL NEEDS PROGRAMMING

The local education agency shall prepare a long range individualized vocational education plan (IVEP) for each student, whether handicapped or disadvantaged, who is determined eligible for special needs services. This plan shall be based on the results of some level of vocational assessment to determine student interests, aptitute, and needs. It shall be based on a stated vocational goal, and include a tentative plan of action (i.e., courses to be taken by the student each year until graduation, and projected services to be provided which would enable students to succeed).

In addition, any plan for postsecondary vocational education should be addressed to insure a smooth transition from the secondary to the post-secondary level. Activities that should be completed for the special needs student pursuing a vocational education at the postsecondary level include: completion of pre-enrollment procedures, referral to the college counselor, and forwarding of high school educational records (with student consent).

As the result of this planning, the following services will be allowed under excess cost funding.

Vocational Instructional Services (Self Contained Classes)

1. Separate vocational/prevocational class (classroom and shop/laboratory), with modification to curriculum, materials, equipment, teaching methods and/or facilities. The separate class arrangement is appropriate and will be approved only for those special needs students who have handicaps and/or academic deficiencies that severely limit their ability to benefit from regular vocational class placement. The separate vocational/prevocational class shall be taught by a vocational special needs instructor.

2. Separate basic skills class in reading, writing, listening, and/or mathematics. The separate class arrangement is appropriate and will be approved only for those special needs students whose academic deficiencies cannot be effectively addressed through a less restrictive alternative such as consultation with regular vocational teachers by special needs resource personnel, remediation, or other means.

   The separate basic skills class shall be designed to enable a student to profit from instruction related to the occupation(s) for which the student is being or will be trained. That is, the basic skills class shall have a vocational focus or orientation.

The separate basic skills class shall be taught by a vocational basic skills instructor, or by a vocational resource educator (VRE) if limited to one class per semester.

3. Separate employability development class. This class is appropriate for all special needs students. It shall address those skills/traits relevant to obtaining and keeping a job, such as resumé writing, completing application forms, punctuality, reporting to a supervisor, using public transportation, work maturity, and so forth.

   The class may be instructed by a vocational special needs instructor, or vocational resource educator (VRE) if limited to one class per semester.

Vocational Support Services. Vocational support services shall be utilized to enable special needs students to enroll and remain in regular vocational classes with peers who are not handicapped or disadvantaged. The following services may be provided.

1. Identification and establishment of eligibility for special needs programming. This may include initial counseling, data gathering, and educational testing related to individual students. This function may be done by vocational special needs personnel.

2. Vocational assessment activities necessary to determine the occupational interest, aptitude and potential of students. Assessment may be done by a vocational special needs evaluator. Some levels of assessment may be done by a vocational resource educator (VRE) having appropriate preservice and/or inservice training.

3. Vocational counseling with special needs students and parents and subsequent preparation of individualized vocational development plans. These activities shall be performed by a vocational resource educator (VRE).

4. Staffing to insure appropriate use of resources and methods for each vocational course in which a special needs student is enrolled. The vocational resource educator shall facilitate staffing for special needs students.

5. Resource activities to aid vocational instructors in the modification of curriculum, materials, methods, equipment and/or facilities to meet individual student needs. The vocational resource educator (VRE) shall facilitate such activities.

6. Tutorial assistance in vocational/prevocational classes in which a special needs student is currently enrolled.

The tutoring may be ongoing throughout the course, or be provided on an as needed basis. Tutoring shall be provided by a vocational special needs tutor.

7. Interpreter for a deaf special needs student in vocational/prevocational classes in which the student is currently enrolled. The service shall be provided by a credentialled interpreter for the deaf.

8. Remediation, consisting of assistance to a special needs student in specific basic skills areas (e.g., fractions, conversion to decimals, reading blueprints, and so forth). Remediation may be provided on a continuing or as needed basis. It shall be provided by vocational special needs personnel. If provided by the vocational resource educator (VRE), it shall be on a limited basis.

9. Job placement, including job finding and employment follow-up. This service is appropriate for all special needs students. The service shall be provided by a vocational resource educator (VRE) in local education agencies utilizing such a position. Otherwise, the service may be provided by a vocational special needs instructor, counselor, or other qualified personnel.

10. Work study program for economically disadvantaged students and for handicapped students who are eligible to participate. This program shall be coordinated by a vocational resource educator (VRE) in local education agencies utilizing such a position. Otherwise, it may be provided by a vocational special needs instructor, counselor, or other qualified personnel.

11. Work experience in which the special needs student is placed with an employer for a period of time to learn and apply job skills. This service is appropriate for any special needs student. The service shall be coordinated by a vocational resource educator (VRE) in local education agencies utilizing such a position. Otherwise, it may be provided by a vocational special needs instructor, counselor, or other qualified personnel.

In addition to the instructional and support services, other related activities may be funded. They included but are not limited to the following.

1. Surveys and evaluations conducted by staff members for such purposes as:

   - projecting need for vocational special needs services
   - determining present and future employment opportunities for special needs populations

- assessing program effectiveness

2. Staff development required to prepare teachers to work with disadvantaged and handicapped students, including teacher inservice training programs, and travel costs of faculty members who attend seminars, conferences, workshops, and special institutes

3. Schedule modifications needed to provide additional time for faculty to assist students identified as disadvantaged or handicapped. Additional expenses may be required for situations such as the following:

   - extension of school day, week or year, or addition of another semester
   - individualized instruction
   - open entry and exit policy

4. Curriculum development required to provide students with a specially designed program suited to individual needs. Included are:

   - research, experimental, and demonstration projects
   - individualized learning packages
   - orientation programs to develop social skills, attitudes and consumer education
   - orientation programs to observe various occupations

5. Equipment modification for handicapped vocational students

6. Preparation of diagnostic and evaluation tools.

For these other activities to be reimburseable, they must be planned and approved in advance by the state supervisor of vocational special needs.

VOCATIONAL SPECIAL NEEDS PERSONNEL

Sufficient staff shall be provided to carry out vocational special needs services. The size and organizational pattern of the staff will depend on the number and characteristics of students to be served.

Job Responsibility and Caseload/Class Size

The following positions are divided into two major categories: program personnel and support personnel.

Program Personnel. The following positions are approved for reimbursement purposes.

Vocational Special Needs Resource Educator (VRE)

Job Responsibility. The VRE is responsible for facilitating the planning, implementation, and evaluation of vocational instruction and support services for special needs students.

Caseload. Approved caseload size shall range from 35-55 special needs students. Cooperative agreements among rural schools with small enrollments are encouraged to obtain at least the minimum caseload.

Vocational/Prevocational Special Needs Instructor

Job Responsibility. The vocational special needs instructor is responsible for teaching self contained vocational and prevocational classes for vocational special needs students.

Size of Class Enrollment. For comparison purposes, a special needs student will be counted as three regular students in determining class size. Those schools in which class size approximates a regular class must be able to demonstrate that the self contained class is being modified in a more effective manner.

Vocational Special Needs Evaluator

Job Responsibility. The vocational special needs evaluator is responsible for conducting vocational assessments as well as aiding in the development of long range IVEPs for students determined eligible for vocational special needs services.

Caseload. A school or service area enrollment for grades 8-12 of 1200-2000 students will be appropriate for a full time vocational special needs evaluator.

Vocational Basic Skills Instructor

Job Responsibility. The vocational basic skills instructor is responsible for instructing and/or tutoring basic reading, writing, speaking, listening, mathematics skills, and computer literacy to vocational special needs students.

Size of Class Enrollment. For comparison purposes, a special needs student will be counted as three regular students in determining class size. Those schools in which class size approximates a regular class must be able to demonstrate that the self contained class is being modified in a more effective manner.

Support Personnel. Three categories of vocational special needs support staff are approved for reimbursement purposes.

Vocational Special Needs Tutor

Job Responsibility. The vocational special needs tutor is responsible for content tutoring in the vocational or prevocational program in which the student is currently enrolled.

Caseload. The tutor may work only with the caseload of the vocational resource educator (VRE).

Vocational Special Needs Interpreter

Job Responsibility. The vocational special needs interpreter is responsible for conveying instruction to the vocational special needs hearing impaired student who requires manual/oral communication to fully benefit from coursework. For reimbursement purposes, the interpreter shall provide services only for those vocational, prevocational, or vocational basic skills classes in which the student is currently enrolled.

Caseload. Interpreter services may be provided to students individually or in groups within a classroom setting. The number of students included in the classroom shall be determined by guidelines stated earlier under the positions of Vocational Special Needs Instructor and Vocational Basic Skills Instructor.

Other Vocational Special Needs Support Staff

Other support staff such as vocational skill training aide or assistant may be utilized to assist vocational special needs students individually or in groups, or to assist vocational special needs professionals.

A description of job responsibilities, caseload, and other pertinent information shall be submitted to the state supervisor for vocational special needs for approval prior to employment.

Qualifications for specific positions will be based on specialized training and/or experiences relevant to the position.

Credential Requirements

The State Board for Vocational Education provides two types of credentials for vocational special needs personnel: provisional and regular.

Provisional Special Needs Credential

A one year provisional special needs credential will be issued to vocational special needs personnel in approved State Board for Vocational Education programs on the basis of meeting initial credential and experience requirements. Minimum requirements for renewing the provisional credential each year thereafter are, for

Program Personnel - satisfactory completion of a minimum of three (3) quarter hours of credit from approved courses.

Support Personnel - satisfactory employment and recommendation by immediate supervisor.

Regular Special Needs Credential

A three year regular special needs credential will be issued to those program personnel in approved State Board for Vocational Education programs who have completed all credentialing requirements. Minimum requirements for renewing the regular credential is evidence of continued professional growth.

Credential requirements for the approved positions listed below are:

Vocational Special Needs Resource Educator (VRE)

1. Credentialled *special education teacher* with two or more years teaching experience and a minimum of nine (9) quarter hours credit from the following:

   - philosophy of vocational education
   - individual appraisal
   - occupational analysis
   - vocational guidance
   - organization of part-time cooperative programs, or
   - other courses or workshops as approved by the State Board for Vocational Education.

2. Credentialled *vocational instructor* with two or more years teaching experience and a minimum of nine (9) quarter hours credit from the following courses:

- introduction to exceptional children
- counseling the disadvantaged
- behavior problems of the educationally handicapped
- introduction to mental retardation
- introduction to learning disabilities, or
- other courses or workshops as approved by the State Board for Vocational Education.

3. *Vocational counselor* with a minimum of nine (9) quarter hours credit from the following courses:

   - introduction to exceptional children
   - counseling the disadvantaged
   - behavior problems of the educationally handicapped
   - introduction to mental retardation
   - introduction to learning disabilities, or
   - other courses or workshops as approved by the State Board for Vocational Education.

Vocational/Prevocational Special Needs Instructor

1. Credentialled *vocational teacher* with a minimum of nine (9) quarter hours credit from those courses approved below.

2. Certified *industrial arts, business education or consumer homemaking teacher* with a minimum of nine (9) quarter hours credit from the following courses:

   - introduction to exceptional children
   - counseling the disadvantaged
   - behavior problems of the educationally handicapped
   - introduction to mental retardation
   - introduction to learning disabilities, or
   - other courses or workshops as approved by the State Board for Vocational Education.

Vocational Special Needs Evaluator

1. Baccalaureate degree in work evaluation

2. Credentialled *vocational instructor or vocational counselor* plus eighteen (18) quarter hours credit in vocational evaluation

3. Credentialled *special education instructor* plus eighteen (18) quarter hours credit in work evaluation and nine (9) quarter hours credit from the following courses:

   - philosophy of vocational education
   - individual appraisal
   - vocational guidance
   - counseling the disadvantaged, or
   - other courses or workshops as approved by the State Board for Vocational Education.

Vocational Basic Skills Instructor

1. Certified *elementary education teacher* with three (3) quarter hours credit in philosophy of vocational education, and six (6) quarter hours credit from the following courses:

   - remedial reading
   - introduction to exceptional children
   - introduction to learning disabilities
   - introduction to mental retardation
   - remedial mathematics, or
   - other courses or workshops as approved by the State Board for Vocational Education

2. Certified *secondary education teacher* with a major or minor in the teaching area (mathematics/English), and with three (3) quarter hours credit in philosophy of vocational education, and six (6) quarter hours from the courses approved above.

Vocational Special Needs Tutor

1. Minimum of one year occupational experience in the vocational area, or

2. One year completion of approved vocational program in the vocational area.

Vocational Special Needs Interpreter

1. Certification from the Registry of Interpreters for the Deaf, or
2. Completion of an accredited interpreter training program, or
3. Demonstrated skills as an interpreter for the deaf.

INSTRUCTIONAL MATERIALS AND EQUIPMENT

Materials and equipment appropriate to the needs of the students shall be available.

Instructional materials and equipment requests shall be approved prior to purchase, be sufficient in quantity, and reflect up to date practices in vocational education.

Materials or equipment acquired with funds for special needs students shall be utilized for the stipulated purpose and shall not be used in regular programs with non-special needs students without the expressed consent and approval of the state supervisor of vocational special needs.

An inventory of all equipment designated for special needs students shall be maintained and physically accounted for at the district level at least once a year. Specialized or modified equipment that is not presently being utilized shall be so designated and shall be made available for appropriate disposition by the state supervisor for vocational special needs.

FACILITIES

The classroom, resource rooms, laboratory, and shop facilities shall be appropriate to accommodate the special needs students being served. The rooms must meet at least minimum standards as to light, heat, ventilation, and safety.

Facilities housing vocational programs exclusively for students with special needs shall provide those modifications necessary so that students enrolled can function productively and safely.

Facilities shall meet the requirements of P.L. 93-112, Section 504 with regard to handicapped students to insure accessibility of vocational programs.

ADVISORY COMMITTEE

Each local education agency shall establish a local advisory committee that will be consulted regarding the entire vocational special needs program. When a general advisory committee has been established, the local education agency may utilize a subcommittee of vocational special needs for more specific assistance to this program.

The local advisory committee shall advise the local education agency on current job needs, and the relevance of programs (courses) being offered by the location education agency in meeting current job needs. In addition, the advisory committee will consult with the local education agency in developing its application to the State Board for Vocational Education.

Other optional responsibilities may be assigned by the local education agency.

SCHOOL AND COMMUNITY RELATIONS

Each local education agency shall establish a mechanism to promote school and community relations.

The school and community relations activities shall be proactive in nature and target those groups whose support is vital to the success of local programs and services.

STUDENT ORGANIZATIONS

No specific student organization for vocational special needs students exists in North Dakota. However, consistent with the concept of mainstreaming all students to the extent possible, disadvantaged and/or handicapped students should be actively encouraged to participate in student organizations representing the regular vocational program areas.

PROGRAM EVALUATION

Each local education agency providing vocational special needs services will conduct a self assessment annually to determine if program goals and objectives are being met, appropriate target populations are being provided quality services, policies and procedures are being implemented appropriately and consistently, and that all state and federal requirements are being met.

The State Board for Vocational Education, Division of Vocational Special Needs will conduct an evaluation of each local education agency's vocational special needs program and services at least once every five years. The evaluation will measure the extent to which program standards are being attained.

VOCATIONAL SPECIAL NEEDS FOLLOW-UP REPORT FY 19____

Local Education Agency: _____

Program: _____

STUDENT CLASSIFICATION

INSTRUCTIONS: Record the number of handicapped (H), educationally disadvantaged (D), and/or limited English proficient (LEP) students in each of the following categories.

	H	D	LEP
-- Total number completing a vocational program during the 1981-82 school year	_____	_____	_____
-- Of those who completed, record the number:			
-- presently serving full-time in the military	_____	_____	_____
-- presently employed in a field related to training	_____	_____	_____
-- presently employed in a field <u>not</u> related to training and not pursuing additional education	_____	_____	_____
-- pursuing additional education	_____	_____	_____
-- unemployed (seeking employment and <u>not</u> pursuing additional education	_____	_____	_____
-- not in labor force and not pursuing additional education	_____	_____	_____
-- status unknown	_____	_____	_____

Date _____

_____
Signature, Local Administrator

VOCATIONAL
SPECIAL NEEDS
ENROLLMENT REPORT
FY 19____

Local Education Agency: _____

Program: _____

STUDENT CLASSIFICATION

INSTRUCTIONS: Record the number of persons served in the program during the fiscal year according to the categories listed. Each person should be reported only once, according to the major category that precluded him/her from succeeding in a regular vocational program.

HANDICAPPED

-- Record the number of handicapped students enrolled in regular vocational education programs not receiving support services . . . . . _____

-- Record the number of handicapped students enrolled in regular vocational education programs receiving support services . . . . . _____

-- Record the number of handicapped students enrolled in specially modified or self-contained vocational education programs . . . . . _____

EDUCATIONALLY DISADVANTAGED

-- Record the number of educationally disadvantaged students enrolled in vocational education programs receiving support services designed to help them succeed in the program . . . . . _____

-- Record the number of educationally disadvantaged students enrolled in specially modified or self-contained vocational education programs . . . . . _____

LIMITED ENGLISH PROFICIENCY

-- Record the number of limited English proficient students enrolled in regular vocational education programs receiving support services designed to help them succeed . . . . . _____

Date _____

_____
Signature, Local Administrator